

**STUDY ON ENGLISH ORAL COMMUNICATION NEEDS OF ESP  
PROGRAM FOR CIVIL ENGINEERING STUDENTS IN UNIVERSITY OF  
MUHAMMADIYAH MALANG**

**THESIS**

In Partial Fulfillment of the Requirement for Master's  
Degree of English Language Education



by:  
**LAILATUL RIFAH**  
**201610560211025**

**DIRECTORATE OF POSTGRADUATE PROGRAM  
UNIVERSITY OF MUHAMMADIYAH MALANG**

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**STUDY ON ENGLISH ORAL COMMUNICATION NEEDS OF ESP  
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Proposed by:

**LAILATUL RIFAH**  
**201610560211025**

Has been accepted on  
Monday, 27 August 2018

Advisor I

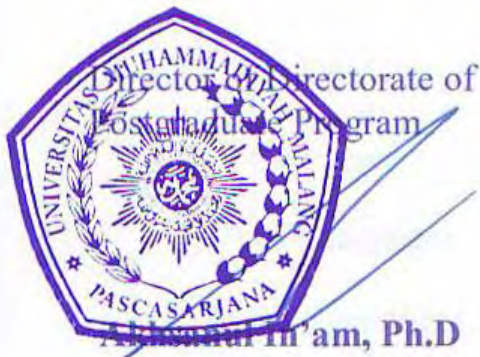


**Dwi Poedjiastute, Ph.D**

Advisor II

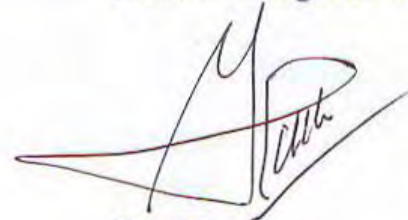


**Dr. Hartono**



**Abdusalam In'am, Ph.D**

Head of Program Study

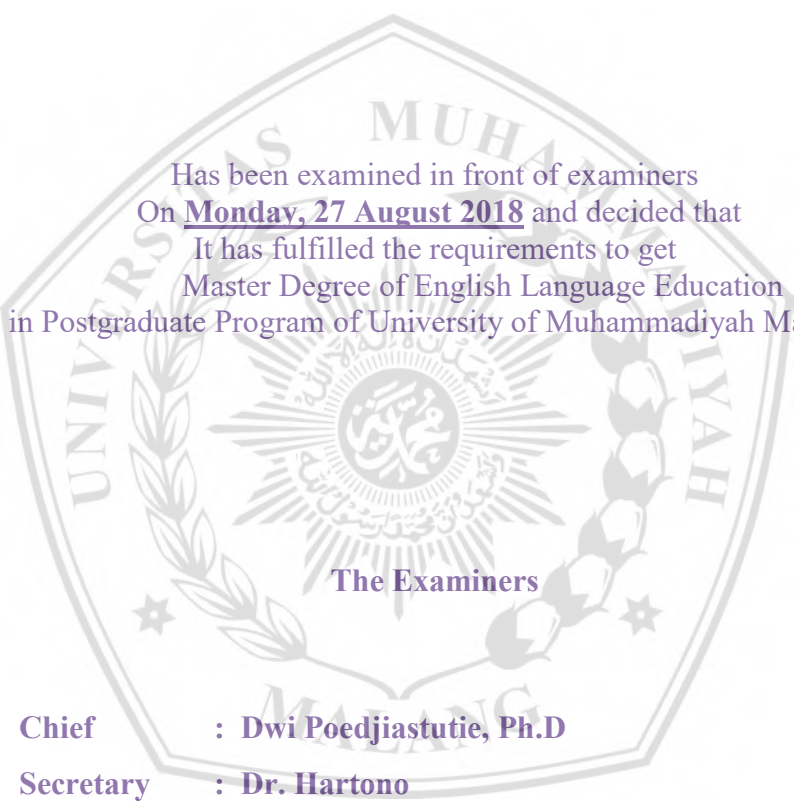


**Dr. Hartono**

# THESIS

Written by:

**LAILATUL RIFAH**  
**201610560211025**



Has been examined in front of examiners  
On Monday, 27 August 2018 and decided that  
It has fulfilled the requirements to get  
Master Degree of English Language Education  
in Postgraduate Program of University of Muhammadiyah Malang

## The Examiners

**Chief : Dwi Poedjiastutie, Ph.D**

**Secretary : Dr. Hartono**

**1<sup>st</sup> Examiner : Dr. Sri Hartiningsih**

**2<sup>nd</sup> Examiner : Dr. Sudiran**

## LETTER OF STATEMENT

I am the undersigned :

Name : **LAILATUL RIFAH**

NIM : **201610560211025**

Study Program : **Magister Pendidikan Bahasa Inggris**

Hereby, declare that :

1. The thesis entitled : **STUDY ON ENGLISH ORAL COMMUNICATION NEEDS OF ESP PROGRAM FOR CIVIL ENGINEERING STUDENTS IN UNIVERSITY OF MUHAMMADIYAH MALANG.**

is my original work and contains no one's scientific paper that may be proposed to achieve an academic degree at any universities. Besides, there is no other's idea or citation except those which have been quoted and mentioned at the bibliography.

2. If this thesis is proven as a form of **PLAGIARISM** in this thesis, I am willing to accept the consequences including accepting the **CANCELLATION OF THE GRANTING OF MASTER DEGREE** and undergoing any procedures required by the prevailing law.
3. This thesis can be used for literature review which can be accessed by others freely (**NON EXCLUSIVE ROYALTY**).

Thus, this statement is made truthfully to be used as appropriate.

Malang, 16 November 2018

The Writer,



**LAILATUL RIFAH**



## ACKNOWLEDGEMENT

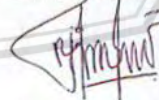
Alhamdulillah wa syukru lillah, All praises be to Allah, the Almighty, who has been given all the best things to the writer to finish this thesis. May peace and salutation always be given to Prophet Muhammad Shallallahu 'Alaihi Wa Sallam, the world's best teacher and role model.

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Malang, 27 August 2018

The Writer,



Lailatul Rif'ah

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# **STUDY ON ENGLISH ORAL COMMUNICATION NEEDS OF ESP PROGRAM FOR CIVIL ENGINEERING STUDENTS IN UNIVERSITY OF MUHAMMADIYAH MALANG**

**Lailatul Rif'ah**

**Master of English Language Education  
Postgraduate Program University of Muhammadiyah Malang  
[lailatul.rifah@gmail.com](mailto:lailatul.rifah@gmail.com)**

## **ABSTRACT**

English is not only a part of the educational process but is also considered as the added value for graduates future careers. The competitive environment is highly operated in many companies in today's era as indicated by how they put high standard to hire employees with multiple skills, both hard and soft skills.

Oral communication for engineers is critical since the graduates should master communication skills to gain a success in this modern era. Engineering service was the first one agreed as one way on the development of economic cooperation among ASEAN country members. Engineers are expected to perform a set of multidisciplinary and interpersonal skills to participate effectively in the community. So that, the mastering of oral communication as one of the needs of engineers should be prepared early since in the University level in order to facilitate them easily coping the global needs.

University of Muhammadiyah Malang has established ESP (English for Specific Purposes) to meet the students' needs in order to be ready in facing the modern job market. The researcher uses interpretive qualitative approach and employ the FGD and survey as data collection tools. The finding showed that oral communication was badly needed by the engineering students at UMM. The needs of English for Civil Engineering students are as the job requirements, professional functions, and daily communication in work-places. Through ESP program, some students' needs are fulfilled by the University, while some other needs are not fulfilled yet.

***Keywords:*** Needs Analysis, Oral Communication, ESP, Civil Engineering

# **STUDY ON ENGLISH ORAL COMMUNICATION NEEDS OF ESP PROGRAM FOR CIVIL ENGINEERING STUDENTS IN UNIVERSITY OF MUHAMMADIYAH MALANG**

**Lailatul Rif'ah**

**Master of English Language Education  
Postgraduate Program University of Muhammadiyah Malang  
[lailatulrifah@gmail.com](mailto:lailatulrifah@gmail.com)**

## **ABSTRAK**

Bahasa Inggris bukan hanya bagian dari proses pendidikan tetapi juga dianggap sebagai nilai tambah bagi lulusan untuk menunjang karir di masa depan. Lingkungan yang kompetitif dioperasikan di banyak perusahaan di era saat ini sebagaimana diindikasikan terhadap penerapan standar yang tinggi guna untuk mempekerjakan karyawan dengan berbagai keterampilan, baik hard skill ataupun soft skill. Komunikasi lisan untuk insinyur sangat penting dikarenakan setiap lulusan harus menguasai keterampilan komunikasi untuk mendapatkan kesuksesan. Layanan teknik adalah layanan yang pertama kali disetujui sebagai salah satu cara pengembangan kerjasama ekonomi di antara anggota negara ASEAN. Insinyur diharapkan dapat menguasai beberapa keterampilan multidisipliner dan interpersonal untuk berpartisipasi secara efektif di masyarakat. Sehingga, penguasaan komunikasi lisan sebagai salah satu kebutuhan insinyur harus dipersiapkan sejak dini di tingkat Universitas agar memudahkan mereka mengatasi kebutuhan global.

Universitas Muhammadiyah Malang telah mengaplikasikan program ESP (English for Specific Purposes) untuk memenuhi kebutuhan siswa agar siap menghadapi pasar kerja modern. Peneliti menggunakan pendekatan kualitatif interpretatif serta menggunakan FGD dan survei sebagai alat pengumpulan data. Temuan menunjukkan bahwa komunikasi lisan sangat dibutuhkan oleh mahasiswa teknik di UMM. Kebutuhan bahasa Inggris untuk mahasiswa Teknik Sipil adalah sebagai persyaratan pekerjaan, fungsi profesional, dan komunikasi sehari-hari di tempat kerja. Melalui program ESP, beberapa kebutuhan siswa dipenuhi oleh Universitas, sementara beberapa kebutuhan lain belum terpenuhi.

**Kata Kunci:** Analisis Kebutuhan, Komunikasi Lisan, ESP, Teknik Sipil



## INTRODUCTION

The ability to communicate in English intelligibly on a set of topics in various contexts is recognized as a prominent goal for English as Foreign Language (EFL) students in Indonesia. Students are expected to be able to play roles in the society is more specifically in their occupation. This puts a big pressure on graduates to have English skills as a part of the major requirement in the workplace. Stevens (2005) stated that employers with poor language skill were hard to be absorbed in work-places. It is also supported by Lauder (2008, p.12), “Organizations which wish to enter the international market are not likely to be able to do so without using English”...any multinational business with international offices must have staff who can work in English.” Thus, English is not only a part of the educational process but is also considered as the added value for graduates’ future careers.

A university is a considerably important stage to shape the way the students behave towards future employment. It is not a surprise that English has always been a vital part when discussing a career. Hence, the teaching of English in university should guarantee large opportunities for the EFL students to make use of their time practicing the language.

In the declaration of ASEAN Economic Community (AEC) in November 2007, the ASEAN countries have committed to developing the economic cooperation which is expected to be the trending activity among the country members. In this declaration, ASEAN Economic community will put the foundation on five prominent elements of free flow of goods, services,

investment, capital, and skilled labour to generate a single market among the ASEAN countries (Hidayat, 2008). Along with an attempt to support the labour movement, the Ministers of Economy of ASEAN countries have expanded the service coverage into the areas of nursing, architecture, surveying qualification, medical personnel, accounting, and engineering. Studied by Araminta and Halimi (2015) reported that among those MRA fields, engineering service was the first one agreed. As a result, engineering society should be ready with these challenges and compete with the other workers inside and outside the country.

In regard to the implementation of the global market among ASEAN countries, Indonesian college graduates have to struggle to compete with other ASEAN professional workers in terms of their English competence. As a consequence, to compete in Indonesian workplace is stricter due to the entry of other ASEAN countries professionals (Araminta & Halimi, 2015). Keliat, Virgianita, Banna, & Aryanto (2013) reported that English quality of Indonesian labor was still poor even though Indonesia was the largest labor contributor in ASEAN. He appended that less than 45% of skilled workers and professionals in Indonesia can perform English well in the workplace while others were not, it was the reason that English was not mastered by many employees in Indonesia. A study conducted by Education First (2017) explained that Indonesia is categorized as one of the countries which has low English proficiency in Asia. Indonesia was ranked 39<sup>th</sup> of 80 countries with 52.15 scores of English proficiency. It was proved that the competence of English for Indonesians is low compared to that of other countries, and this affects the hiring process.

In the job of engineers in this modern era, oral communication includes discussion, the conversation, the project participation and presentation in the workplace, (Kakepoto, 2012). In addition, English communication becomes a priority in almost all jobs such as selling, mass-produce, quality of assurance, and post-sale maintenance (Nickerson,1998; Grin,2001; Riemer,2002). From the above description, oral communication for engineers is critical for graduates to gain a success in this modern era (Mills & Treagust, 2003).

ESP class at University of Muhammadiyah Malang (UMM) has been conducted by Language Centre (LC) is established in order to help the students of Civil Engineering to develop English oral communication. The teaching of ESP is given for all freshmen from all faculties at UMM for two semesters including the Department of Civil Engineering. Research on the needs of English for engineers in Indonesia especially at University of Muhammadiyah Malang was not explored yet. Therefore, the researcher wants to know the needs of oral communication for civil engineering students to be able to support the academic achievement and also prepare them on the future career. The research question was formulated as follows: What are the oral communication needs of Civil Engineering students?, and What needs which are not fulfilled by the University?

The study will focus on the oral communication needs of Civil Engineering students at University of Muhammadiyah Malang. This study focuses on engineering students of the sixth and eighth semesters who attended internship program in some companies for one semester. They hopefully possess an experience in using oral communication in the workplace.

## **REVIEW OF RELATED LITERATURE**

The competitive environment is highly operated in many companies in today's era as indicated by how they put high standard to hire employees with multiple skills, both hard and soft skills. From the beginning of recruitment stage, the employees have to show their oral communication skills especially in an interview. Zedeck and Goldstein (2000) explained that communication skill is the first priority among other skills in hiring the employees. It is supported by Zeigler (2007) who stated that some employees will be hard to get a job due to the low level of English competence, especially the oral one. Companies put more efforts to recruit their staff to be ready to compete in global market.

Crosling (2002) found that ninety-five percent of employers focus on the mastery level of oral communication for the promotion process of their employee. It is supported by Boonkit (2010) who found that English oral communication skill becomes more important than work experiences, motivation, and the GPA of new employees. The study by Adawiyah and Bambang (2009) reveals that based on employers' perspective, English was very important in order to support their technical skill in their job. It means that English becomes the major skill to be used in all over workplaces especially in Indonesia.

English for Specific Purposes (ESP) is a linguistic study which has a purpose on teaching English based on the learners' needs. Swales (2000) explained that ESP is one of the programs for developing the language based on the students' needs to meet certain goals of communication. Therefore, communicative competence becomes very important for ESP.



English for specific purposes (ESP) relies on Need Analysis to design the appropriate course. In fact, the needs can be divided into two; first, target needs which relate to the learners' needs to get into the target situation; and second, the learning needs which relate to what the learners need to do with the learning process (Hutchinson & Waters 1987, p. 59).

Marwan (2009, p.1) reported that teaching English in Indonesian context is divided into two categories; English for General Purposes (EGP) and English for Specific Purposes (ESP). However, in reality, the implementation of teaching ESP focuses on combining both the general and specific purposes. The statement is supported by Yuwono and Harbon (2010, p. 148-149) who claimed that teacher qualification and teaching materials are the issues in teaching ESP. Similarly, Marwan (2009) also found that the institutions in Indonesia did not have quality resources of ESP materials in order to support both students and teachers.

Another concern about ESP teaching was reported by Darjowijoyo (2000, p.23) who explained that most of ESP teachers in Indonesia did not master adequate vocabulary and knowledge needed to teach students based on the disciplines. In reality, the teachers tend to teach general English rather than ESP in the classroom. This phenomenon will contribute to the failure of the ESP program at the University level.

Baso (2014) stated that the inappropriate implementation of teaching ESP will bring a negative effect on the graduates when they are entering the workplace. Hence, the purpose of teaching ESP in Indonesia should be reviewed in order to meet the standard of English for workplaces.

Brown (1995) explained that need analysis is the activity which includes the information conveyed in the terms of evolving the curriculum based on the learning and the learners' needs. Therefore, needs analysis is also the way to attain the learners' need (Ellis & Johnson, 1994). Hence, needs analysis can be categorized as the method of classifying and justifying the needs and providing the arrangement of language design. The needs analysis involves collecting data from many resources such as the learners, the materials, and the others (Richard, 1990). Thus, the purpose of conducting needs analysis is to know about the language use and the learners' level of competence.

The result of doing needs analysis can be useful for supporting the teaching and learning process. Brumfit and Roberts (1983) mentioned that the result of needs analysis can be a feedback in designing a curriculum and syllabus, which is relevant to teaching techniques. It will be very useful since the teaching and learning process will adopt mostly in the learner-centered classroom. Hence, Needs Analysis and ESP are closely related to meet the students' needs, especially in oral communication skills.

In order to fulfill the needs of oral communication for Civil Engineering students, there must be some consideration to be included for both teachers' teaching and students' learning. Folse (2006, p.4) stated that teachers should conduct the needs analysis in order to know what the learners are learning about. Therefore, in teaching oral communication, the teachers need to find what does the learners' need in learning language.

Kuivamaki (2015, p. 17) explained that many teachers believe that oral communication is the hardest lesson to plan and teach well, the teachers should have the ability to design a good activity, perform a good teaching skill, and provide high-quality activities. In providing good activities, teachers should concentrate on engaging the learner in the activity, which leads them to perform good oral communication.

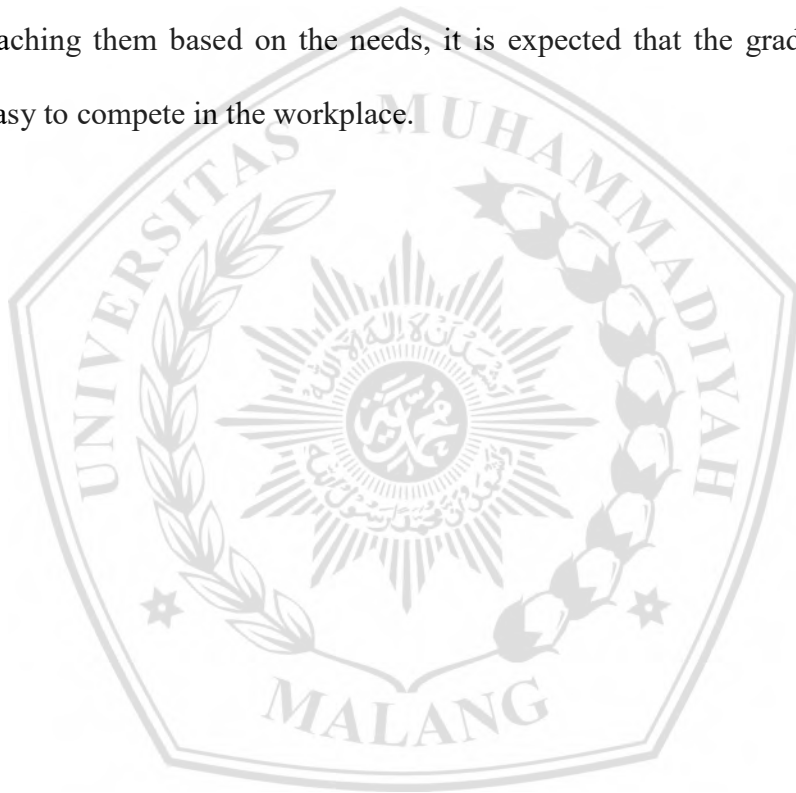
Some researchers believe that oral communication will develop when someone has experience with the language knowledge. In contrast, others believe that oral communication will develop only by pushing up the learners to speak (Kuivamaki, 2015, p. 21). Hence, language production is not an automatic process; we have to gather some language process such as semantic and syntactic to be able to produce the language itself. It is similar to the Krashen's (1982) comprehensible input of  $i+1$  which means that learners need to be pushed to other situations or environment in order to produce the oral communication.

In oral communication and other language skills, someone will be categorized as a successful speaker when she/he is fluent in producing the language. Nation and Newton (2009, p. 151-153) states that there are three characteristics of fluency; first, the processing language without any pause; second, the language used does not trade effort from the speaker; third, restructuring complicated words with the more familiar ones to make ease for both the speaker and the listener in getting information.

For the learners, it is necessary to have an understanding on how to build up the fluency in oral communication. Kuivamaki (2015, p. 22) explained that

there are three ways that can be used by the learners to be able to smoothen the language production, they are repetition to the same words, connection between one word with other contexts and situations, and the last is combination of both.

In conclusion, Needs Analysis is a central point to understand the communication needs of engineering students at UMM in order to fulfill the oral communication need in the workplace. While knowing the needs of the students and teaching them based on the needs, it is expected that the graduates will be very easy to compete in the workplace.





## **RESEARCH METHOD**

### **Research Design**

Research design is the logic way to address the research questions (Mason, 2002). In the research method, the researcher should complete the process to gain the authentic data through the procedures and data collection (McMillan & Schumacher, 2001).

Qualitative research as one of the research designs was used in this present study. According to Mason (2002), there are some key points of qualitative research; first, qualitative research should be systematic in planning and should be carefully conducted in terms of analyzing data. Second, it should be accountable which means far from self-assumption. Third, qualitative research should be strategic, flexible, and contextual. Fourth, in the qualitative research; the researchers should involve their critical action to avoid the subjectivity. Fifth, qualitative research should produce the explanation based on what is happening in the field.

In this study, the researcher focused on investigating the needs of oral communication for Civil Engineering students in order to support students in their future career, thus qualitative approach was employed. The participants of the study naturally described and uttered their feelings, expectations, wants, and motivation. Therefore, data were in the form of words rather than numbers and statistics (Ary et al., 2010). Qualitative research was appropriate to answer the questions of this study since this study was intended to understand social phenomena and multiple perspectives of the participants.

Fraenkel, Wallen, and Hyun (2009, p.15) also stated that descriptive study is, “describing a given state of affairs as fully and carefully as possible”. The researcher focused on describing and explaining the needs of oral communication in the workplace and also examining whether the university has already fulfilled the needs.

### **Research Subjects**

Since this study focused on examining the oral communication needs for civil engineering students, the subjects of the study were 83 students of Civil Engineering students who were enrolled in the sixth and eight semesters and attended the internship program in academic year 2017 - 2018. In addition, they have finished the theoretical subject in their Department. This study analyzed the needs of English oral communication in the workplace based on their experiences and perspective that had been shaped during the internship in several companies. The selection of these research participants was very useful to understand oral communication types needed in the workplace. The data assisted ESP teachers specifically and university to design an appropriate material for Civil Engineering students.

The target participants were 117 students, but there were 83 (71%) participants returned back the survey. However, these number participants were accepted to represent the research subject in this study due to the minimum response's rates for most research is 60% (Fincham, 2008). So that, the total numbers of participants in this study were 83 from both sixth and eight semesters of Civil Engineering Department academic year 2017-2018.

## **Research Instruments**

Focus Group Discussion (FGD) and Web-based survey were utilized in this study as the research instruments.

In FGD, participants were selected using convenient sampling techniques. Convenience sampling is also known as availability sampling which relies on the participants' willingness to participate in the study (Lewis & Thornhill, 2012). In this technique, the participants were chosen without any particular requirements. Convenient sampling techniques is good to facilitate researcher in conducting short duration time and low budget research (Saunders, Lewis, & Thornhill, 2012). In this study, the researcher did two times with twelve participants for FGD sessions. In each FGD, the researcher limited to six people and FGD was conducted in 60 minutes.

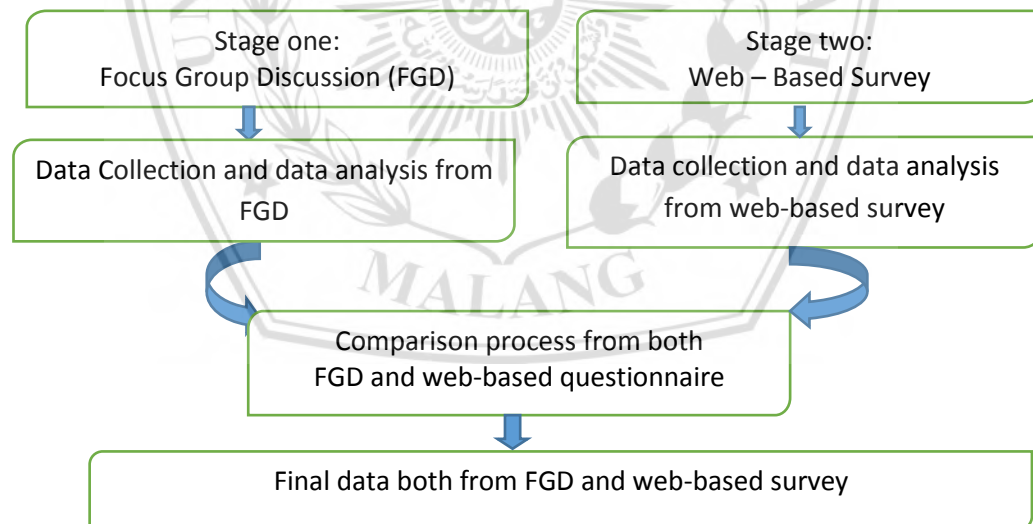
Two FGD were resumed since saturation point was achieved. Saturation point is the reach point in the data analysis that shows no new information emerged. Saturation happens when the researcher found similar data over and over again. In this FGD, the researcher used a video recorder to record all the activities, and it helped the researcher to store the information even though the researcher was chairing the discussion. The researcher constructed semi-structured questions in order to obtain relevant data to this study. Semi-structured interview was used in FGD session in order to explore deeper and richer information from the participants.

In addition to FGD, web-based survey was used for data triangulation of the previous finding in FGD. There were 20 number of questions in the web

survey with included strongly agree, agree, disagree, and strongly disagree as the measurement tools to collect the information. All 83 participants took part in the survey. The web-based survey address sent to their *WhatsApp* application in their mobile phone, thus was easy for them to access and to fill it in. The time allocated for 20 questions in the web-based questionnaire was 40 minutes.

### Data Collection Procedure

In the present research, the iterative approach was employed. Iterative approach is the main process of collecting and recollecting data from different ways and connects them to lead to the focus of the research (Srivastava, 2009). Focus group discussion (FGD) held at the first stage and continued by the web-based survey. The following figure describes the process of data collection procedures.



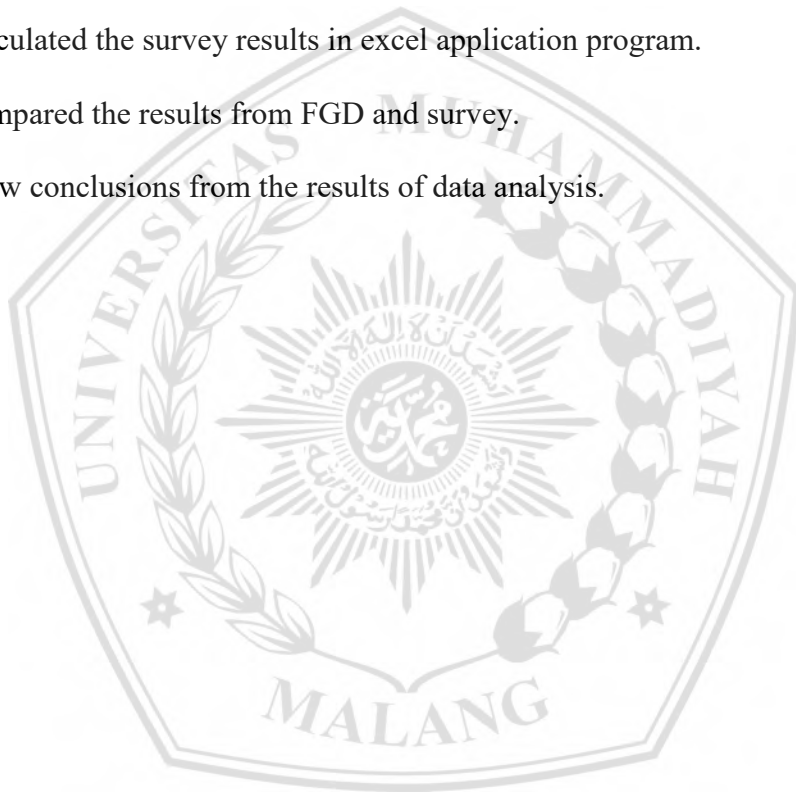
### Data Analysis

The researcher analyzed the data in the several steps:

1. Transcribed the result of FGD.



2. Read the data over and over to get the initial impression. This is called as “Think aloud” process. At the same time, the researcher also diminished unnecessary data.
3. Coded the answers on the different colors to make the researcher easy to classify the answers.
4. Looked at the emerging themes.
5. Calculated the survey results in excel application program.
6. Compared the results from FGD and survey.
7. Drew conclusions from the results of data analysis.



## **RESEARCH FINDINGS AND DISCUSSION**

### **Research Findings**

#### **The Oral Communication Needs of Civil Engineering Students**

The oral communication needs fell into two categories: a) the importance of English oral communication needs before obtaining a job, and b) the importance of English oral communication in the workplace.

#### **The Kinds of English Oral Communication for Civil Engineering Students before Obtaining a Job**

From the result of FGD and survey, the researcher found some points related to the needs of Civil Engineering students regarding to the use of English oral communication before they are obtaining a job.

##### ***The Needs of English for Future Career***

Based on the FGD result, the participants mentioned that oral communication is the first important skill which should be mastered by the engineers compared to other English skills in gaining a job in this global competition situation.

*I think the most important skill is oral communication (speaking) compared with writing and reading. And now we are in internationalization era, so we have to follow the rhythm. (AR-1.1)*

This statement was supported by the data from the survey where 78 participants (94%) out of 83 agreed that English oral communication was very important and needed in the workplace.

Another student in the FGD said that to be a successful person in Civil Engineering world,, students should master both his major related skills and oral communication.

*Skill of communication is needed and should be understood, because I want to be a contractor in the future. For winning the project, we need to be able to communicate in English well. (AD-3.6)*

Other participants stated that oral communication was also needed when someone wanted to be in the managerial level in a company.

*In the future I want to be a boss. Automatically I should master oral communication to help me negotiate to win the project that I lead. (RG-3.4)*

### ***The Needs of English for Job Requirements***

One of the FGD participants said that English oral communication was needed to support him to apply for a job. He explained that most companies both national and multinational required English certificate in the recruitment process. The English scores obtained from standardized test is usually one of the application requirements.

*I think, I really need English to support me in getting a good score in English test, such as TOEFL, TOEIC, IELTS, because all companies required the English certificate. So, for me the most important one is getting the highest score to fulfill the job requirements. (AF-3.7)*

Communication competence also affected the recruitment process. In the FGDs, students stated that the capability of mastering English oral communication will be the first consideration in the process of a job interview.

*From the interview process, our English ability is rated as a job qualification. Interview will be our first step to go or stop the next process of requirement. The interviewer will know directly our competence through direct conversation. Mastering hard skill does not guarantee to*

*get a job, most of the companies tried to look for a good engineer who can perform someone both hard skill and soft skill very well. (AF-4.4)*

This statement was also supported by the survey result where 76 (92%) out of 83 participants admitted that English oral communication was crucial factor when attending a job interview.

### **The Kinds of English Oral Communication for Civil Engineering Students in the Workplace.**

The researcher also found that English oral communication needs when they were in the workplaces. The classification is presented below.

#### ***The Needs of English for Job Contract***

One of the participants stated that success in winning a job contract was the dream of almost all companies. Therefore, mastering English oral communication is required.

*In my opinion, English is needed in winning the job-contract, because in every work situation in Civil Engineering started from winning the project. The project winners are the one who have a good idea in a good communication way. The projects are offered by not only local companies, but also international companies. As a consequence, we have to prepare our English communication skill. (RK-3.1)*

None of the participants mention this in the survey.

Some participants in the FGDs session clearly stated that English oral communication helped the engineers to succeed in negotiating the job contract. Many of them said that working as an engineer needed to have the competence to negotiate in order to succeed in the project.

*Currently, the most important thing in Indonesia is the ability to negotiate. Many projects are offered by other countries, so even we are good as engineers we also should have a good ability in English negotiation. If not, we will never win the project. (RG-3.4)*



In the FGD session, one of the participants mentioned that English oral communication affected the negotiation process purchasing a product from other countries. Foreign supplies were known as first hand suppliers which sell the stuff in a very cheap price. If the company wanted to buy particular products, they have to be able to communicate in English.

*I did my internship in BUMN. They ordered the stuff from foreign supplier because the prices are lower than those in Indonesia. (AG-3.3)*

However, none of the participants mention this in the survey.

### ***The Needs of English for Professional Functions***

Oral communication was needed to support the employers to do the activity in some professional functions such as meeting, a discussion, a presentation, and a job instruction.

From the FGDs session, the participants stated that English oral communication was needed for the employee when they worked in a multinational company where the owner and the supervisors are usually English speaking country's people.

*The project owner in my internship place is Singaporean, and the sub contractors are Indonesian. In every meeting, English is the only language accepted. If we cannot speak English, we cannot work there. (IC-2.4)*

This claim was supported by the survey where 65 (78%) out of 83 participants admitted that oral communication helps the employee to participate actively in a meeting.

Based on the participants' answered in the FGD, English oral communication was also used in some activities such as in the discussion and

presentation session. This opinions was in line with the result from the survey where 78 (94%) out of 83 participants needed to master English oral communication in order to be able to participate in discussion and presentation. Discusussion and presentation sometimes was done using audio visual such as using telephone or teleconference. So that, One participant mentioned that English communication was used to communicate with the manager, supervisor, or even supplier from other countries audio-visually.

*Telephone and skype are used by the employees when they are doing teleconference or update the information to the foreign manager, and of course they should speak English. (PR-3.10)*

This statement was supported by the survey result where 73 (88%) out of 83 participants agreed that English oral communication was needed to communicate with other people through telephone/video call.

The respondents also explained that good English helps to avoid misunderstanding, she stated that the engineers should master English for understanding the instructions' given. In one case, engineers could damage the building when they misunderstand the order. It is supported by the statement from the participants in the FGD who emphasized that oral communication can affect the success or failure of projects.

*Yeah...just imagine when the engineers misunderstand about the order from supervisor about the building coordinate, it can be very fatal. For example, when the supervisor asked us to build the room in point A and in the application it is built in point C, it will make us rebuild according to the supervisor's will. It has happened many times due to a misunderstanding. (RK-3.2)*

None of the participants mention this in the survey.

### ***The Needs of English for Daily Communication***

According to the FGD, participants agreed that English was needed in not only in the formal situation, but also in day to day communication inside and outside of workplace. They used it to communicate with other staffs at the same division, in their teamwork, with supervisors, and even with the managers.

*English is also much needed when we are working with the foreign managers. In everyday communication in informal situation, we should perform very good skill in English both for technical and non-technical skills. (PR-3.10)*

This assertion was supported by the survey results where 78 (94%) out of 83 participants mentioned that English oral communication was needed to be able to communicate easily with the owners, managers, and supervisors in informal situation.

English oral communication was also needed to understand technical terms. One of the participants mentioned that technical terms were used in most of the engineering work every day. The meaning was very different from General English (GE).

*Knowing the technical terms in Civil Engineering is a must to avoid misunderstanding, such as the word “slippery” in general meaning is “smooth so that it causes something to slide”, but in technical terms means “pads”. (AG-6.2)*

However, none of the participants mention this in the survey.

### ***The Needs of English for Job Promotion***

One participant in the FGD tried to describe how oral communication could be very important in the workplace to support them gaining a better position. After finished the internship program, he knew that many good positions

were occupied by the employees who could perform very well in English oral communication.

*I found some interesting cases when I joined internship in one of the multinational companies in regards to communication. Most of the people there (including manager, supervisor, administrator, until worker) use English as the communication tool. Having very good oral communication has also become one of the points to have promotion in the office. This is because in everyday meeting they should use English. I think I should improve my English if I apply in this company. (IC-3.8)*

Another participant in the FGD stated that there were many top positions in engineering world managed by foreigners who usually won the project due to their ability in presenting their idea orally. Many Indonesian engineers were working as a sub-contractor who was doing what the contractor (owner) wanted. Many great projects involved foreign countries showing that the use of English is crucial.

*In Indonesia, there are only 900 PMP (Project Management Professional) who hold international standard on Civil Engineering which is very small amount compared with the total number of engineers in Indonesia. To be PMP is very difficult because all the tests both soft skill and hard skill are using English. One of the PMP person said that English oral communication is one of the factors to success in the PMP test. If the engineering graduates want to be PMP in the future, they have to study hard. (GB-3.9)*

This explanation was supported by the survey result where 76 (92%) out of 83 participants conceded that English oral communication became one of the most influential aspects in upgrading position in a company.

### **The Fulfillment of the Civil Engineering Students Needs by University**

In the second research problem, the researcher tried to figure out whether the university had already fulfilled the students' need or not. The clarifications from both FGD sessions and survey are presented below:

## **The students' needs which are already fulfilled by University**

### ***The needs of English for Job requirements***

Through ESP program, University had been fulfilled some of the students' needs in order to success in the job requirements. In ESP classes, some lectures gave the simulation for job interview in the classroom to help them to be able to ready in the interview process. Even the interview simulation was far from the reality, but it was helping the students to know how the interview will be conducted.

Other students' needs fulfillment given by the University was the English certificate in formal form which is ESP completion certificate and score transcript for the whole ESP programs. And the last is the English test certificate which is offered by University known as TAEP (Test of Academic English Proficiency) which can be used to complete the requirements process.

### ***The Needs of English for Daily Communication***

The needs of English for daily communication was fulfilled through ESP program in University of Muhammadiyah Malang. Teachers gave many understanding and practicing process to the students on everyday classes. This lesson became very important to support the students performs well in their daily communication.

## **The students' needs which are not fulfilled yet by University**

Based on the findings, there are many oral communication needs which was not fulfilled yet by the University through ESP program, they are: The needs

of English for future career, English for job contract, English for professional functions, and English for job promotion. The aspects which influenced are:

### ***Teaching Capacity***

Based on the students' responses in the FGD, it was clear that there were different students' perspectives of English for Specific Purposes (ESP) and General English (GE). Some participants indicated that ESP program was the same as GE because the teacher teaches the same material which students had already learnt from the school before. Some other participants argued that the teachers did not know what they should teach to the engineering students. This also lead to a conclusion that the teacher should have the ability to choose the appropriate teaching approaches and strategies based on the teaching areas including the materials, methods, and language uses.

*I am very surprised when joining ESP class for two semesters. I felt that my English was getting lower than before. The teacher gave the same portion of English skill or even lower than it was in the school. I also felt that the teacher did not have enough knowledge and vocabulary related to engineering subject, so they just gave general English to fulfill their job as teacher. (AF-4.1)*

Another participant stated that the teaching performance in English for specific purposes did not meet his expectation. So that, he felt very upset.

*For ESP class, I gave 7% score out 100%, because I had a big expectation from the teachers' explanation in the first meeting. In the first meeting, the teacher said that in ESP class we will study more about English used in Civil Engineering, and I put my big expectation on it. Surprisingly, I did not get knowledge about Civil Engineering. (GB-5.3)*

The other student supported by giving some statements which were also related to the teaching capacity in ESP class.

*Besides, I also find that the ESP classes are boring because the teaching activity is always the same from time to time. (PR-4.5)*

In another FGD session, another participant stated about his feeling during the ESP program when he took it in the first and second semesters related to the teachers' performance.

*We know that ESP teachers mostly graduated from English department, so we do understand that they do not know many technical terms used in Civil Engineering. But then, I realized when I was in the internship program, I do need English for supporting me in the workplace. (AF-4.4)*

He also suggested for a better performance in the ESP class after he understood the needs of English for Civil Engineering in the workplace.

*For me, the teachers who teach in some departments should be someone who knows about the departments, or at least English teachers who are concerned with a subject in one department. It will make them teach appropriately. We can learn general English by ourselves, but we do need someone to help us in our subject to support both our academic performance and workplace. (AF-4.4)*

This FGD results were supported by the survey where 9 (11%) out of 83 participants declared that ESP teachers gave a great impact on the upgrading the English competence especially oral communication needs for the Civil Engineering students both for academic level and for future career. In other words, the majority of the respondents were not satisfied with the ESP courses in their department and it was not fulfill the needs of their oral communication.

### ***Teaching Approaches and Materials***

In the FGD session, many participants stated that the main reason of conducting ESP course is to help students to master English skill based on their subject. In Civil Engineering department, the ESP teachers were expected to help students increase their English skill which supported their academic performance



and also for their future career in engineering atmosphere. Surprisingly, from the FGDs session, most participants stated that ESP course was not different from general English course. Whereas, the students are expected to master the technical engineering term to support their study and also their career.

*Based on my experience in internship program, I totally did not get much understanding about the Civil Engineering. I remember when ESP teacher taught us the English for general one, not focus on Civil Engineering. And now I can say “what does ESP mean?”. I felt that we wasted our time for studying English, because I felt my English is very low. (RK-5.1)*

Some other participants clarified that the meaning of ESP course did not reflect the learning process. Some participants assumed that the teacher had lack of understanding of engineering, so they did not explain any issue related to the Civil Engineering.

*One teacher treated us very good in understanding the Civil Engineering issue, but the other teachers never touch any issue related with my study, so I do not get many knowledge related with my study in ESP class. (AG-6.2)*

The other participants said that the materials in their ESP class for Civil Engineering program were the same as the material taught for other departments, like for English department students or communication department.

*The real name is ESP for Civil Engineering, but the content and material did not match at all. The teachers asked us to perform English just like other students, such as presenting hometown, describing favorite movie, performing drama. Actually we were questioning about the difference between ESP and EGP. Until we understand when we are in internship program, ESP means study about English for our work in the workplace, and we did not get it while in the university. (GB-5.3)*

Some participants in the FGD made suggestions to sum up their friends' idea about the ideal teaching of ESP and also the appropriate teaching materials for Civil Engineering students.

*In my opinion, the teachers who teach us in two semesters should be the same for minimalizing the repeated material and unfocused target. I experienced when in the first semester my teacher was great and helped me a lot to understand Civil Engineering, but in the second semester I found the lack of teachers' competence, so I did not enjoy following his class. Also, when we have the same teacher in one year, we can really enjoy having a good continuous learning because the teacher already knows our needs. (RK-5.1)*

It was also supported by the survey data which showed only 10 (12%) of 83 participants agreed that ESP teachers used appropriate materials to support the students to grasp much information for their future.

#### ***The Duration of ESP Courses***

In the FGD, one participant mentioned that the other reason why do the ESP course was not effective was because of the limited time. He said that if the ESP course was presented continuously in 3 years, they would be ready to compete in the global market using English.

*I think, if we have ESP course in three years, it will be better for our academic achievement and also in joining the competition in the global market. Two semesters for us were not enough to learn the Civil Engineering terms, and we need to have more classes to make sure that we are able to perform very well in English for Civil Engineering. (AG-6.2)*

Other students had different perspectives about this issue. He underlined that time would not be a huge problem when the content of ESP classes was appropriate.

*I think, the success of ESP courses is not about how long it will be, but how efficient is the learning process. I mean here, the content should be*

*relevant. If it is just one semester but the learning process is very effective and appropriate, it will be very good. (AF-6.4)*

The duration of ESP also affected on the usefulness of the fulfilling process of teaching ESP courses. This statement was supported by 8 (10%) out of 83 agreed that ESP program for two semesters was sufficient to prepare the students in the workplace.

### **Discussions**

Based on the findings, it can be concluded that Civil Engineering students strongly agreed that English oral communication was the first priority skills in order to support them both in academic achievement and working situation in the ASEAN Economic Community era. The finding showed that oral communication was strongly needed by the engineering students at UMM. The findings of my study were similar to the findings in Zaid and Kamarudin (2011), Kakepoto (2012), Bhattacharyya (2013), Araminta and Halimi (2015), Lan, Proust, and Lim, (2009).

In Zaid and Kamarudin (2011) was specifically looking at the needs of English oral communication from the final year of Engineering students in UTM Malaysia. From this research, there were seven activities needed in oral communication; they are making telephone (conversation), delivering speech, giving instructions or briefings, external and internal meetings, presentations, and participating in seminars.

Kakepoto (2012) claimed that engineering students should develop their English communication skills such as oral presentation skill, meeting skill, discussion skill, conversation skill, and project participation skill. In addition,

Bhattacharyya (2013) reported that engineers need to master both interdisciplinary and interpersonal competence to be effective leader in the global workplaces in this era such as teamwork, critical thinking, decision making, and communication skills. He underlined that the engineers should master technical oral presentations in order to compete in the 21<sup>st</sup> century.

Araminta and Halimi (2015) focused on analyzing the needs on engineering students at Universitas Indonesia in regards to the engineering graduates' readiness in mastering English language skill to compete with other ASEAN students. The oral communication skills which should be taught include the ability to speak in internship place, giving a feedback in a meeting, doing presentation, having phone calls, doing teleconference, and also doing intercultural communication or informal meetings. While, Lan, Proust, and Lim (2009) mentioned that interpersonal communication skills, teamwork communication skills and technical knowledge skills were the most important communication skills for engineers to support their career development.

In addition to the similarities, some differences also emerge. First, there was new information about the oral communication needs of engineers in the workplace which never been revealed by the previous researcher, they are: the needs of English for job contract and negotiation. From the FGD and survey results, it was found that the engineering students' need to master English oral communication in order to help them in winning a job contract. The participants reported that many of engineers could not win the project because they could not

share their idea perfectly due to the lack of oral communication. So that, mastering English oral communication was needed.

Other new insight found in this research was the needs of English oral communication in order to support the employers in doing negotiation. In the negotiation process, the engineers were required to master English oral communication to be able to get the benefits of their project, such as the benefit on winning the project from foreign country.

Second aspect is the fulfillment of Civil Engineering students' needs of oral communication in ESP courses. The purpose of conducting ESP courses in UMM was facilitating the students to be ready in this globalization era. It is supported by Swales (1992) explained that ESP was one of the programs for developing the language based on the students' needs to meet certain goals of communication. Surprisingly, the purpose of ESP courses was in stark contrast with the application in the teaching and learning process in the classroom. Most of ESP teachers taught GE rather than ESP. This research was also supported by the previous research which declared that the English teaching process in ESP program was not meet the English students' needs (Araminta & Halimi, 2015).

The reason about students' dissatisfaction on ESP courses included; the low teaching capacity of ESP instructions; teaching approaches and English materials which were not relevant to the students' needs; and the short duration on ESP courses. This finding was similar to several other studies' findings; Yuwono and Harbon (2010 p 148-149), Marwan (2009), and Darjowijoyo (2000 p.23).

Due to that, the participants gave their recommendation for the improvement of ESP courses in the future. Some participants suggest that teachers should at least a background of basic engineering knowledge. Participants hoped that the ESP teacher were the engineering teachers who knew more about engineering terminology and also knew the students' needs. Other said that ESP teacher could be the same person for one semester in order to avoid the material repetition.



## **CONCLUSION AND SUGGESTIONS**

### **Conclusion**

Based on the research findings which are provided in the previous chapter, the researcher divided the importance of English oral communication for Civil Engineering students before obtaining a job in three categories: (a) the needs of English for global competition (b) the needs of English for job requirements, and (c) the needs of English for future career. Second, the researcher also differentiates the importance of English oral communication in the workplace into two main categories: (a) the needs of English for job promotion, and (b) the needs of English for professional functions. The needs of professional functions are classified into nine categories: (1) English for meeting, (2) English for discussion, (3) English for presentation, (4) English for job contract, (5) English for job instruction, (6) English for understanding technical terms, (7) English for negotiation, (8) English for daily conversation, and (9) English for audio-visual. Based on the findings in FGD and survey, some of the participants' statements supported previous researcher in regards to the needs of oral communication in the workplace, while some other statements were new and emerge from doing internship programs in some places such as the needs of English for job contract, and English for negotiation.

On the other hand, in regards to the second research questions about the fulfillment of the students' needs by the university, most of participants showed their dissatisfaction on ESP courses offered by University in the way of fulfill their needs. Participant clearly stated that ESP courses for two semesters were not



enough to equip English, communication for the workplaces. Many participants said that they need to take another English preparation class before obtaining a job. Due to the teaching capacity of ESP lecturers, inappropriate teaching approaches and materials, and insufficient duration on ESP courses became three main categories on their dissatisfaction. Lack of English competence for joining interview and had a low score in IELTS, TOEFL, and TOEIC became other reason why they need to take another English preparation class. They hope that ESP could be formulated as one of the preparation class to support them both in academic achievement and future career.

### **Suggestions**

Based on the research findings, it is necessary to provide the useful suggestions. The suggestions are presented for director of Language Center when deciding the policy. The new policy which based on the result of FGD and survey about the English oral communication needs for Civil Engineering students is hoped to be accordance and support the ESP teaching to fulfill the students' needs both in academic and future career. For the ESP instructor The result of this research is also hoped to help the ESP instructor to be authentic information to develop appropriate syllabus based on the students' needs. this research is also helped the ESP students to give some knowledge and new understanding to the Civil Engineering students about English oral communication needed to support their future career. The last for the further researcher, the researcher hopes that the further researcher can develop and elaborate this research into some other majors and discipline areas.

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